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ABSTRACT

The status of English as a first foreign language is discussed as well as the reasons why the standard of English and the extent to which it is spoken in Syria do not match its official status. The use of English within the educational system is examined with particular reference to secondary and university levels. The manner of determination of syllabuses and hours of instruction, inspection, English for special purposes, adult education, and English by radio and television are dealt with. The make-up of the teaching cadre is described as well as teaching materials, private language schools, and British and American support. An appendix contains syllabuses from the schools and universities. A supplementary outline of the current status of literary education and of the literary scene in general accompanies the profile. (AMH)

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ENGLISH TEACHING INFORMATION CENTRE

ENGLISH LANGUAGE TEACHING PROFILE

September 1978

Country: SYRIAN ARAB REPUBLIC

## 1. The Role of English

The Syrian Arab Republic has lent official weight to the importance of English by according it the status of first foreign language. It may seem surprising then that neither the standard of English nor the extent to which it is spoken entirely match up to this status. Among various reasons which will be put forward to explain this anomaly, three should be noted at the outset as they represent the background against which any discussion of English language teaching in Syria should be set:

1.1 French was for many years the pre-eminent foreign language; it is still widely taught and spoken, and remains particularly popular in the northern and western areas. It is favoured by the older generation and by many families having close connections with Lebanon. Within the secondary school system there is provision for equal numbers of children to opt for French and English as their foreign language. In practice, however, only around 25% of school children have taken up French in preference to English in recent years, and this 25% - 75% balance now seems to reflect roughly the relative importance of French and English as foreign languages in national life.

1.2 For some twenty years Syria's contacts with Western countries were sparse and relations were often strained. Changes in the international political climate over the last few years have not, perhaps, greatly affected the average Syrian's opportunities for contact with the English language; but they have greatly increased his motivation to learn and to use English, and there has been a resurgence of interest in foreign language learning at a popular level.

1.3 This said, it should be borne in mind that English does not have an entrenched position in Syrian society. It is not used as a medium of instruction at any level of education, except in a very restricted sense mentioned at 2.5.3. below. Nor is it used as an internal medium of communication either for business or for social purposes.

In short, English now serves as the principal means of external communication and as the primary means of obtaining information from external sources over a broad range of activities.

## 2. English within the Education System

### 2.1 Duration of English Training

For the great majority of children educated within the state education system, English tuition begins at the age of 12-13 on entering preparatory school.

2.1.1 Within the state system, there is no teaching of English at elementary level. There is no lack of will to do so but financial and other considerations make it impractical at present.

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2.1.2 A small number of private schools operate in Syria, and most of them introduce English at elementary level; the syllabus varies considerably from school to school but has in each case to be approved by the Ministry of Education.

2.1.3 English is studied for six years at the secondary level: 3 years in preparatory school, 3 years in secondary school. This applies to state and private institutions alike.

## 2.2 Examinations

2.2.1 The principal school examinations are the "Brevet" at the end of preparatory school, and the secondary school certificate, or "Baccalaureate" at the end of secondary school. The English language papers in the latter examination represent by far the most widespread qualification in English in Syria. Papers are set centrally at the Ministry of Education and marking and general standards are also controlled by the Ministry.

2.2.2 English is taught and examined as a component in a wide range of courses in higher and further education. However, this is generally incidental to training in some field other than language and the examination taken is not regarded as a formal qualification in English in the manner of the Baccalaureate. No institution other than the Ministry of Education and the universities, would seem to be entitled to issue a qualification in English with any official standing.

2.2.3 British examinations in English such as the Cambridge University Certificate and Proficiency examinations have not been held in Syria for a number of years, though these and GCE "O" and "A" level examinations are to be made available through the British Cultural Centre in Damascus from January 1979.

2.2.4 Foreign qualifications in English, as in other subjects, are not automatically recognized in Syria and must be assessed and approved by the Ministry of Education or Ministry of Higher Education.

2.2.5 There is no specific requirement making advancement in the educational system conditional on a qualification in English. On the other hand, the Baccalaureate is an entry requirement for the universities and certain other forms of post-secondary training, and a pass in English is implicit in this requirement.

## 2.3 Syllabuses and Hours

2.3.1 Throughout the secondary school system, in both state and private education, the syllabus for English language is set and controlled centrally through the Inspectorate of the Ministry of Education. This applies even to the choice of supplementary materials and to the weight to be given, in terms of teaching hours, to the various parts of the syllabus. There is no regional institutional or minority group variation; the textbooks were compiled and are periodically revised by the English language section of the Inspectorate, and are printed and distributed by the Ministry.

The hours for English are at present:

| | | |
|---|---|---|
| Preparatory school: all 3 years | 5 | 50 minute periods per week |
| Secondary school: | | |
| First year: | " | " " " " " |
| Second scientific: | " | " " " " " |
| Third scientific: | " | " " " " " |
| Second literary: | 8 | " " " " " |
| Third literary: | 7 | |

2.3.2 At the tertiary level the English degree syllabus is set by the universities themselves. There is some minor variation between universities, but the Council of Higher Education acts as a coordinator both of standards and of the broad outlines of the syllabus.

In the teaching of English as a subsidiary or supplementary subject there is, however, considerable variation as between Faculties, both in the weight it receives and in the choice of texts. The hours allotted to English in 1977 - 1978 * were approximately:

| | |
|---|---|
| Faculty of Medicine | 6 hrs per week for the first 3 years. |
| Faculty of Engineering | 4 " " " " " " year plus |
| | 2 " " " " " 2nd & 3rd years. |
| Faculties of Arts, Commerce | 4 " " " " " first 2 years. |
| Faculty of Law | 2 " " " " " first 2 years. |
| Faculty of Science | 2 " " " " " first year only |

Some attempt is made to teach English appropriate to the specialization: the OUP "English Studies" Series and the Collier Macmillan "Special English" Series have been drawn on, while some teachers have attempted to devise their own texts. The Departments of English are nominally responsible for the Inter-Faculty English programme but can do little to harmonise standards or syllabus.

2.3.3 English Language and Literature as a degree subject has hitherto been taught only in the universities of Damascus and Aleppo. The younger University of Tischrin, at the coastal town of Lattakia, opened its English Department in October 1978. At present Syrian universities produce about 250 English graduates per year: details are given in sections 3.1 and 3.2 of the

* (Damascus University: other faculties as Arts & Commerce)

Literature Annex. A specimen of the BA syllabus for English Language and Literature at the University of Damascus is attached in Appendix 2. As indicated in 2.3.2 this syllabus is representative, with a few minor variations, of the pattern of studies in all three universities.

2.3.4 The English syllabus and textbooks for vocational industrial and other training institutes are set by the Ministry of Education. However, not all such institutes are under the direct control of the Ministry, and where control is exercised by other Ministries (such as those of Health and Industry) the role of the Ministry of Education is effectively an advisory one. Typical hours for English would be 2 hours per week over a 2-year period.

## 2.4 Inspection

2.4.1 At the secondary level standards of English are centrally controlled by the English Inspectorate of the Ministry of Education. The Senior Inspector of English directs 13 local Inspectors: of these, two are responsible for Damascus City, one for the Damascus Region and two for Aleppo City and Region, while the others are regionally distributed and based in Homs, Hama, Deraa, Sweida, Lattakia, Tartous, Idlib, Hassake-Raqaa and Deir-Al-Zor.

2.4.2 At the tertiary level the universities themselves are largely responsible for controlling standards. Primary responsibility rests with the University Council in each university, but cases may be referred to the Council of Higher Education and ultimately to the Minister of Higher Education.

2.4.3 Within the vocational and further training institutions organized by various ministries, responsibility for standards rests primarily with the directors of the institutions, but ultimately with the training sections of the Ministries concerned.

## 2.5 English for Specific Purposes

Generally speaking, very little specialization has been effected within the teaching of English Language in Syria.

2.5.1 In the secondary school system, pupils opt for a literary or scientific specialization in the last 2 years, prior to Baccalaureate. Differentiation in the English language syllabus reflects this only to the extent that the science streams study reading passages depicting certain well-known scientists and their discoveries, or discussing points of elementary general science.

2.5.2 In the universities there has been (see 2.3.2) some attempt at ESP but the extent to which this has been effective varies considerably from faculty to faculty and is dependent on such factors as the total hours available, the initial standard of the undergraduates, the talents and interests of the teachers and the degree of enthusiasm and support forthcoming from individual Deans. The English Departments evidently would like to have more than the present nominal control over inter-faculty English teaching, but even if this were to come about, their resources are over-stretched in coping with their large intake.

2.5.3 All three universities practise a quasi-ESP policy at postgraduate level, where one series of lectures on each course of study is given in the students' first foreign language, generally by lecturers who have studied in Britain, USA or France.

2.5.4 It is fair to say that in the vocational and further training institutions ESP teaching remairs sketchy. The Ministry of Education has recommended, or written, passages appropriate to the skills or crafts offered, and these are to be used in conjunction with General English materials. However, the standards of English of the trainees and the interest and ability of the teachers, who are often part-timers, militate against effective use of the materials.

### 2.6 Adult Education

Besides the formal education available through the tertiary and vocational institutions already mentioned, some adult and youth training is available through centres run by the Ministry of Culture and National Guidance, and through the National Youth Movement. English language does not, however, feature in these programmes save that the Centres may have a few English books in the small libraries they maintain. This leaves the private language schools discussed in Section 5.

### 2.7 English by Radio and Television

There is no schools programme on the Syrian radio network, but during the school year Syrian television has an early evening education slot of 1½ hours on week-days. These are widely watched by children and adults alike: within this slot the BBC's "Walter & Connie" series has been screened twice in the last few years and has proved very popular. Neither the Television Authority nor the Ministry of Education (which plans the programmes) have so far attempted to devise an English language series of their own. No other form of distance education exists at present.

## 3. Teachers of Education of English

### 3.1 Qualifications

Since 1975 it has been a requirement that all English teachers entering full-time employment in the secondary school system should have degrees in English; most in fact do, though a small number employed prior to 1975 are not graduates. All full-time teachers of English teach English only, not mixed subjects.

### 3.2 Supply

However, in 1977 there are approximately 1300 full-time English teachers only: this is to be set against a secondary level enrolment for 1976/1977 of some 475,000, of which, it can be safely assumed, at least 360,000 opted for English Language (cf. Section 1.1) The shortage of teachers which this implies is partially offset by extra duties and by the use of some 900 part-time teachers of English (these are often non-graduates, or graduates in subjects other than English): but the Ministry of Education has calculated that, as of April 1977, to provide full-time teachers to standardize classes

without extra duties, a further 2,262 English teachers would be required. For this, neither funds nor man-power are available.

True this disparity is partly due to a "bulge" working its way from the primary into the secondary school system, but primary school numbers are still increasing and there is a serious need for further recruitment.

3.3 In tertiary and vocational education there is an even greater scarcity of full-time teachers of English, and institutions often rely on part-time staff, usually borrowed from secondary schools. It has to be acknowledged that the status of language teachers in these institutions, outside university departments of English, is not high and their interests are not well represented. There is, for example, no language centre or unit in the universities to coordinate their teaching programmes across faculties, while the English departments have in the past had only a tenuous connection with their work.

In Damascus University during the 1978-9 session a fresh effort has been made to coordinate the work of the 40 or so inter-faculty teachers of English, all of whom are attached to the English department; but the difficulties the department faces are self-evident (2.3.2; 2.5.2).

3.4 It should be noted, in all fairness, that very similar remarks apply to the teaching of French, though the smaller scale of operations may make it a little easier to apply remedies.

3.5 Training and Professional Contacts

3.5.1 A degree in English, as in other subjects, is considered to be sufficient training to teach at secondary level and the great majority of full-time teachers enter the profession directly on graduation. One year of teacher training, available through faculties of education, is an option taken up by less than 10% of English graduates; the salary inducement to do so is in any case minimal. Since 1975 training colleges for non-graduate preparatory school teachers have been phased out (cf. 3.1), so that at this level of education teachers have no alternative to the faculties of education; teacher training institutes run by the Ministry of Education cater only for elementary level teachers.

3.5.2 There is a national union for all teachers, but no separate professional association to which English teachers could belong; neither is there any professional journal or newsletter which they could receive.

3.5.3 In this context, the "Joint Annual Summer Seminar" organised by the Ministry of Education for Syrian teachers of English, is the only form of in-service training and of organised professional contact available. Further details are in sections 6.2 and 7.2.

3.6 Difficulties of Recruitment

This section has indicated a serious lack of trained English teachers at all levels of education, and there is no doubt that the Ministry of Education is acutely aware of this position; but there are several obstacles to improvement:

3.6.1 While the universities of Damascus and Aleppo produce a steady stream of English graduates (cf 2.3.3) often of a high standard, many of them find their way into non-teaching careers, particularly in management; still others find more lucrative teaching posts outside Syria.

3.6.2 If funds for postgraduate ELT training on a wide scale were available it is by no means certain that graduates would wish to spend the extra year in training, until or unless this became a statutory requirement for all teachers in all subjects, or strong salary or other inducements could be offered.

3.6.3 In vocational institutes and in technical, medical and scientific branches of tertiary education the general recognition of the value of language teaching is undoubtedly counter-balanced by a reluctance to spare overstretched funds to improve or increase the language teaching staff at the expense of other priorities.

## 4. Materials Support

### 4.1 Secondary Level

4.1.1 Since the Ministry of Education produces and prints all textbooks of English for the schools, there is generally no shortage of supplies, though there are occasional delays in distribution.

4.1.2 Teachers rarely stray beyond the strict confines of the syllabus, nor are they expected to. Any diversity in materials derives from variety built into the syllabus. This consists in fact of occasional reading passages and poems featured in the textbooks, and of two obligatory supplementary readers ("Ten Short Stories" and "Tale of Two Cities"), for the 2nd and 3rd years of Secondary school. Good teaching techniques and skilful manipulation of the material could do much to offset the lack of free choice, but it is fair to say that many teachers do not have the training or the flair to achieve this.

4.1.3 There are plans to provide small sets of supplementary English readers for each school, possibly by the 1979-80 school year. Choice of texts will however remain in the hands of the Ministry and it is not clear yet whether they will be optional or obligatory materials nor whether they will feature in the examination.

### 4.2 Tertiary Level and Vocational Education

Though teachers have a somewhat freer hand in use of materials, in practice little is done to exploit this opportunity to vary the students' diets. The reasons for this may be, firstly that the many part-time teachers are disinclined to spare the extra preparation time required, and secondly that the hours allocated for English are often barely adequate to cover the prescribed syllabus: see sections 2.3., 2.5., 3.3., 3.5.

### 4.3 Audio-visual support in ELT

This is fragmentary at all levels of education.

4.3.1 Secondary school teachers of English are generally equipped with a few wall charts and flash cards and a few enthusiastic teachers have built up their own stock of such aids. Most schools have a silent film projector and, in addition to this technical oversight, no English teaching films are available. Very few schools have a tape or cassette recorder, and consequently there has been no local attempt to produce materials. There is no reason as yet to equip schools with radio or TV sets (see section 2.7).

4.3.2 Tertiary and vocational institutions are generally better equipped with educational hardware and several have language laboratories; but with a few notable exceptions these aids are either not made available for English teaching, or their availability is not exploited.

## 5. Private Language Schools

5.1 Some 25 private commercial schools operate in Syria, half of them in Damascus, and most of them offer evening classes in English and French in their range of subjects. They are obliged to obtain an operating licence from the Ministry of Education and to notify the Ministry of their curricula but there is no close supervision of standards.

5.2 The intake consists of working adults and a small proportion of students. Fees are low by international standards: typical fees (1978 prices: for languages) are LS 200-300 for a 3 month course at 3 hours per week, ie £0.55 to £0.85 per hour, but charges as low as SL 2 (£0.25) per hour have been reported.

5.3 Standards are understandably poor; the low fees imply low rates of pay which generally fail to attract competent teachers while classes are generally large. Out of some 40 private candidates known to have attempted the Cambridge First Certificate in the last 2 years, none have passed.

5.4 One or two of the private schools claim to teach commercial English but it is difficult to judge how realistic this claim is and what standards of accomplishment obtain: none of the candidates above offered the Business English option.

## 6. British Support for ELT

6.1 From 1956 to 1977 there was virtually no British contribution to ELT in Syria, the British Council's extensive activities prior to 1956 having been closed down. In the mid 1960s three British lecturers in English were attached to the universities of Damascus and Aleppo, but their posts were terminted in 1967. A handful of Syrian teachers obtained at this time short UK training awards in ELT, through the British Council's programme in Lebanon.

6.2 The British Council returned to Syria in 1977, opening the British Cultural Centre in Damascus in 1978. Support for ELT in this brief period has consisted of short UK training awards for Syrian teachers of English, and participation since 1977 in the 'Joint Summer Seminar' for teachers of English (cf Sections 3.5.3 and 7.2). However, at the time of writing a number of proposals for British Council assistance in ELT and for extension of the British Cultural Centre's activities were being discussed in detail with the Syrian authorities.

7. American Support for ELT

7.1 American support for English teaching has also been severely proscribed during the last 20 years, though a little more effective than British support as breaks in diplomatic and cultural ties have been somewhat shorter.

7.2 For a few years in the 1960s a summer seminar for English teachers was organised in Damascus with staff borrowed from American ELT programme in Lebanon. The seminar was revived in 1975 as the 'Joint Summer Seminar' for teachers of English in conjunction with the Ministry of Education, and with British participation from 1977. At present the seminar lasts for 4 weeks in each summer vacation and caters for up to 50 teachers, with visiting lecturers from the USA and UK.

7.3 With the assistance of US AID funds and Georgetown University, the State Planning Commission has established an 'English Language Training Centre' within its Institute for Economic and Social Development located on the outskirts of Damascus. The Centre is American-staffed and currently teaches some 90 government officials per year in preparation for overseas scholarships or training visits. The Centre also runs classes for civil servants on the premises of several ministries.

7.4 An American Cultural Centre in Damascus is run by the ICA Washington; some awards are made for ELT training in the States.

8. Current Research

No serious research in English language teaching would seem to be in progress in any Syrian Institution, and no bibliography relevant to English language teaching can be offered; annual statements on the English examinations and standards, and on enrolment and staff for English classes in the secondary school system, are available (in Arabic) from the English Language Section of the Inspectorate, Ministry of Education, Damascus.

9. SUMMARY

Though this report may on many points seem rather discouraging, and though there are undoubtedly many shortcomings in ELT at all levels of education, we should not overlook either the accomplishments of the last decade or the prospects for improvement.

9.1 School enrolment figures have increased steadily and there has been enormous expansion in higher and further education; over and above this quantitative expansion there has been a considerable shift within the educational system in favour of English as the primary foreign language. Virtually unaided by Britain or the USA, the traditional suppliers of ELT expertise, Syrian institutions have managed to a surprising extent to keep pace in the supply of English teachers and textbooks, albeit with certain inevitable compromises in standards.

9.2 Syria has vigorous programmes of industrial and agricultural development, and of social welfare. These have begun to generate further needs in language training, both as an adjunct to the acquisition of new skills and techniques and as an aid to the search for outlets and markets abroad. Equally, after a period of intense introspection and search for identity, Syria is looking outwards with increasing confidence, establishing a new role in Middle Eastern affairs and a broader base of international contacts, both political and economic.

9.3 These factors suggest that the position of English as the first foreign language will be consolidated; they imply an opportunity to improve standards in English teaching and in English teaching materials; above all they suggest an increasing likelihood that English will be recognised as a tool in the service of national development, with consequent changes of emphasis in teaching and materials. Far from revealing totally negative attitudes, the discussions and contacts made during the preparation of this survey were marked by a keen and critical awareness of current shortcomings and by an evident willingness to seek improvements.

APPENDIX 1

SCHOOLS ENGLISH SYLLABUS

A detailed syllabus specification is not currently available; the following notes simply offer the main structural items introduced, or re-introduced, at each level.

Preparatory school; year one

The alphabet

Simple and continuous present tense/Simple and continuous past tense/ present perfect tense.

Simple question forms/Negative and imperative forms

Numerals and dates/Time-Telling.

Prepositions/Demonstratives/Possessive/pronouns/'can'/'going to'/'some-any'

Simple and compound sentences.

Preparatory school; year two

Revision of year one

Past perfect tense/Simple future tense (with short forms)/Present tense for future events/Habitual past with 'used to'/'shall-will'/'make-do'/'must-need'/ Tag-questions.

Simple conditions with 'if'/Relative clauses/comparison 'Anybody vs nobody' and similar pairs.

Compound and complex sentences.

Preparatory school; year three

Revision of year two

Present perfect continuous tense/Passive forms/Unreal conditions with 'Could', 'Would', 'Should'

Infinitive of purpose

Reported speech

'Would rather' vs 'Had better'/'May' and 'Might'/'Must' vs 'Have to' vs "Ought to'/'Since' vs 'For'

Reflexive forms

Comparison with 'As .....as'

'Not only ..... but'/'Neither...nor'

Complex sentences.

Secondary school; year one

Countables and uncountables.

Negatives and questions.

'Some' and 'Any'

Possessives.

'Too' and 'Enough'

Question phrases

Tenses of the verb

The present tense

The simple present tense and the present continuous tense

The past tense

The present perfect tense ('Since' and 'For')

The past perfect tenses

Revision of tenses

Prepositions

The passive voice

Reported speech

Relatives

Secondary School: year two, scientific and literary

Omission of the definite articles

The possessive form and the double genitive

Some auxiliaries and anomalous verbs

The causative use of 'Have' and 'Get'

'Would' and 'Should'

Needn't have and didn't need to

Word order

The position and order of adverbs

Adverbs

The position and order of adjectives

Tenses of the verb (Simple present and continuous)

Tenses of the verb (Simple past and continuous)

Tenses of the verb (Present perfect simple and continuous)

Since, For, Yet and Ago

The past perfect tense

Revision of tenses

Conditional sentences I

Conditional sentences II

Conditional sentences reviewed

Prepositions

Prepositions of time

Prepositions in phrases of place

Miscellaneous prepositions

Common mistakes in prepositions

Say, Tell and Speak

Do and Make

Bring, Take, Carry and Fetch

Some prefixes and suffixes

Secondary school; year three, scientific and literary

The simple present tense and the simple past tense

The unreal past

The simple present tense and the present continuous tense

The present perfect tense

The simple present tense and the present perfect tense in Clauses of time

The simple past tense and the past continuous tense

The simple past tense (with the meaning of habitual action in the past) and the past continuous tense

The past perfect tense

Revision of tenses I

Revision of tenses II

Compound sentences

Defining clauses

Non-defining clauses

Noun clauses

Adverb clauses

Miscellaneous prepositions (in sentences)

Miscellaneous prepositions (in phrases)

To - At (after adjectives)

For - with - Of (after adjectives)

From - About - On - In

At - To (after verbs)

On - In

From - Of

For - With - Against

Verbal expressions

'Do - Make'

'Raise - Rise'/'Lay - Lie'

APPENDIX 2

UNIVERSITIES ENGLISH SYLLABUS FOR THE DEGREE OF BACHELOR OF ARTS IN ENGLISH LITERATURE AND LANGUAGE.

Note: hours are quoted on a weekly basis.

First Year (English Studies Certificate)

I. English language (8 hours) - this course includes the study of phonetics, speech, grammar and composition.

II. Studies in literature (5 hours) - composed of two parts, Prose texts (3 hours) - and Introduction to Poetry (2 hours)

a. Prose texts - a close examination of two or three modern novels and several short stories, with special emphasis on language and style.

b. Introduction to poetry (2 hours) - an introduction to the terminology and techniques of verse and a study of the important forms and types.

III. Drama (2 hours) - an introduction to the techniques and terminology of the drama, based upon the study of at least two plays, one Elizabethan and one modern.

IV. Translation (2 hours) - practice in translating Arabic texts into simple idiomatic English and simple English texts into Arabic.

V. Seminar (8 hours) - reading of texts collateral to literature courses and discussion of critical papers in small groups.

VI. Modern European language (2 hours) - reading from selected texts in French or German, with emphasis on grammar and syntax.

VII. Arab society (2 hours) - review of the major national and social trends in the Arab homeland.

Second Year (English Medieval and Renaissance Literature Certificate)

I. English language (4 hours) - continued study of phonetics, speech, grammar and composition.

II. Studies in literature (6 hours) - composed of three parts, Prose (2 hours), Poetry (2 hours), and Drama (2 hours). Prose - a critical, literary, and textual study and analysis of selected novels of the early period in the development of the form.

Poetry - a study of the structure, technique, and meaning of short poems by Wyatt, Marlowe, Shakespeare, Jonson, Herrick, Suckling, Lovelace, Marvell, and Milton; in addition, at least one long poem is analysed in detail.

Drama - a critical, literary, and textual study of four or five plays, selected from the work of Marlowe, Shakespeare and other Elizabethan playwrights.

III. Survey of literature (2 hours) - selections from the period of Chaucer to Browning in the context of social, religious, economic, political and artistic impulses of the time.

IV. Translation (1 hour) - practice in translating Arabic texts into idiomatic English and English texts into Arabic.

V. Seminar (1 hour) - reading of texts to literature courses and discussion of critical papers in small groups.

VI. Latin (2 hours) - study of grammar and syntax and reading of simple Latin texts beginning with Caesar.

VII. Modern European language (2 hours) - continuation of study of French or German, with reading of more advanced texts.

Third Year (English Classical and Romantic Literature Certificate)

I. English language (4 hours) - a continuation of the study of composition and speech with strong emphasis on the larger elements of composition such as organisation, style and logic, and public discussion and debate.

II. Studies in literature (6 hours) - composed of three parts, Prose (2 hours), Poetry (2 hours), and Drama (2 hours).

Prose - a study of the English novel from its picaresque beginnings of the 18 century to its evolution as a major form in the 19th century, with emphasis on such genres as the episodic, epistolary, and dramatic novel. Reading of several representative novels.

Poetry - a study of English poetry from 1660 to 1830, including the poetry of the Restoration period and the Augustan age (Dryden and Pope); and the poetry of the Romantic Revival (Wordsworth, Coleridge, Byron, Shelley, and Keats).

Drama - a study of selected dramas from 18th and 19th century playwrights, with emphasis on the development of the form up to the time of Shaw.

III. Criticism (3 hours) - an introduction to the study of literary criticism, with exercises in evaluation and practical criticism based upon the study of poetry, prose, fiction, and the drama; also the study of some critical selections to show the place of each in the broad scope of literary criticism.

IV. Translation (2 hours) - translation from Arabic into idiomatic English and from English into Arabic.

V. Seminar (1 hour) - reading of texts collateral to literature courses and discussion of critical papers in small groups; emphasis on methods of preparing a documented piece of criticism.

VI. Modern European language (2 hours) - continuation of the study of French or German, with increased emphasis on vocabulary.

Fourth Year (Modern English and American Literature Certificate)

I. History of language (2 hours) - a study of the main development in the structure, sound system, and vocabulary of English from Anglo-Saxon times with special consideration of the cultural influences upon the language.

II. Studies in literature (6 hours) - composed of three parts, Prose (2 hours), Poetry (2 hours), and Drama (2 hours).

Prose - a study of the evolution of the modern novel, its techniques, its recurrent themes, its substance, and style; reading of representative texts, with emphasis on reading in depth and critical analysis.

Poetry - a study of modern poetry from Hopkins and Whitman to Auden and Eliot, with background readings in Browning and Tennyson and attention to Yeats, Thomas, Cummings, Crane and less important figures; mastery of technical and critical terminology will be expected.

Drama - a study of five plays representing the major developments and trends in the modern drama, from Shaw to Osborne. The English realistic theatre, the Irish dramatic revival, the verse drama, the American psychological drama, and the post-war drama of social protest will be covered; knowledge of dramaturgy and technical terminology will be expected.

III. Criticism (3 hours) - a study of the principles and history of literary criticism through readings from Plato to T S Eliot, with detailed analysis of extracts from the major figures in early and modern criticism, such as Sidney, Dryden, Johnson, Coleridge, Eliot, and Leavis.

IV. World literature (2 hours) - a study of representative extracts and complete works of 19th and 20th century Continental writers who have influenced the course of literature. Such figures as Tolstoy, Dostoyevsky, Nietzsche, Mallarme, Gide, Camus, and Mann are read in translation, and their thought and style analysed.

V. Translation (2 hours) - practice in translating Arabic texts into idiomatic English of a high order and more difficult English texts into Arabic.

VI. Seminar (1 hour) - reading and discussing collateral to literature courses; continued emphasis on the methods of preparing a documented piece of criticism, with at least one practical exercise.

VII. Modern European language (2 hours) - final phase of the study of French or German; fluency in reading, writing, and speaking will be expected.

VIII. World literature: a study of the work of ten representative authors from Homer to the present day. The authors are not grouped by nationality, but where possible by some common quality of mind. The over-all aim of the course is to stimulate the student's sincere enjoyment of great works of creative writers, so that he will continue such reading on his own.